

REVIEW ARTICLE

STUDY OF MAJOR CHALLENGES IN ONLINE EDUCATION IN MYSORE TALUK DURING COVID PANDEMIC

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ABSTRACT

The current study was designed to evaluate the major challenges in online education in Mysore taluk during the recent covid pandemic period. The following objectives were included in this article: to evaluate the issue and challenges of online education in the study area and to investigate the government responsibility by policy making towards online education. In order to collect data, the questionnaire format of Google forms was used, and primary data sources were also used in this study. The study's participants were 80, belongs to students and teaching professionals from Mysore taluk. The findings of the study revealed that the COVID-19 pandemic has a significant impact on online education in Mysore taluk of Mysore district, Karnataka state.

KEYWORDS

Online Education, Issue and Challenges, Government, Covid-19, Institutions

1. INTRODUCTION

After the pandemic importance of online learning increasing day by day it has some demerits like one of the most oft-used terms after the pandemic is the term "new normal." The new normal in education is the increased use of online learning tools. The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. Online education has its own merits and demerits it is beneficial for so many students but on the other hand student faces loss due to this there some demerits are as follows: Network issues, Sense of Isolation, Inability to Focus on Screens, Training required for teachers, Health issues increases.

Online learning has become an important facet of education today. The challenges faced by anyone going in for online learning are as follows: - Must have the will power and resolve to learn and stick to the time schedule for learning. Procrastination could hinder online studies. Should have an inclination for self-learning. This technique demands students to engage in self-learning wherein the teacher acts as a facilitator and also clarifies doubts. There are components of learning that involve practical training in laboratories and field work. That is not always possible until and unless access to remote laboratories and simulators is provided. There is a need for reliable technological support in the form of hardware and software. Good quality hardware is a must. Similarly the institutions and students must have access to suitable software. Infrastructure that supports online learning must be reliable. That involves reliable electric supply and internet access. The main purpose behind the study was to examine the Major challenges in online education in Mysore taluk during the recent covid pandemic period impact of COVID-19 on students' education and educational Institution.

2. REVIEW OF LITERATURE

While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth

mindset quickly adapt to a new learning environment. There is no one size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia and Kvavadze, 2020). Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatrot, 2020). The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

3. OBJECTIVES OF THE STUDY

1. To evaluate the issues and challenges of online education during covid 19 in the study area.
2. To investigate the government responsibility by policy making towards online education
3. To identify the problems faced by students in online education

4. METHODOLOGY

The current study looks at the major challenges in online education in Mysore taluk during the recent covid pandemic. This research was limited to the Mysore Taluk of Karnataka region. The current study relies on both primary and secondary data sources. The respondents were chosen at random in a survey. For the current case study, a total of 80 respondents are being considered. For data analysis, a simple percentage method is used.

4.1 Education in Karnataka and In Mysore District

Education plays a vital role in the growth and development of the economy. After the enforcement of compulsory and free education, India witnessed a literacy rate of 74.04% as per the population census of 2011.

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The same source mentions 75.36% as the overall literacy rate of Karnataka. Male and female literacy rates in the state are 82.47% and 68.08%, respectively. Among all the districts of the state, Dakshina Kannada District has the highest literacy rate of 88.57%. The lowest literacy rate in the state is 59.56% in Yadgir district. As per the Department of Education of Karnataka, there are a total of 73,417 schools, which include 59,555 primary schools and 13,862 high schools. The total number of primary teachers in the state is 2,05,146 and 23,225 posts are still vacant. At the secondary school level, the total number of teachers is 80,731 out of which 68,579 teachers are actively working.

Till now the education system in the state is based on the 10+2+3 pattern but now, as per the new education policy announced by the government of India, the state will be following the education pattern of 5+3+3+4. The syllabus taught in the schools of Karnataka is based on the Central Board of Secondary Education (CBSE), National Institute of Open Schooling (NIOS), Indian School Certificate Examinations (ICSE), and Karnataka Secondary Education Examination Board (KSEEB). As per the report of All India Survey on Higher Education (AISHE), the state has a total of 3594 colleges, out of which 2923 are private colleges, 461 private-aided colleges, 2462 private un-aided colleges, and 671 government colleges. The total number of universities in the state is 65, out of which 28 are state public universities and 16 state private universities. Apart from this, the National Institute of Technology, Karnataka, is on the 22nd rank as NIRF ranking

4.2 Mysore District

Mysore district in Karnataka, India has become an educational hub because of good weather and cheaper living cost. Many students from different parts of India and a few hundreds of students from foreign countries live and study here. Mysore ranks five among Indian cities that attracts foreign students. Students from 52 countries study here for undergraduate and post-graduate courses. Around 1,000 students arrive in Mysore every year for higher studies. Most of the foreign students are from Iran, Afghanistan, China, Maldives and different parts of Africa.

4.3 Students Perceptions on Problem Faced During Online Education

4.3.1 What Problems Are Students Facing in Online Teaching During Covid 19?

COVID-19 has drastically affected all sectors including education and the world is searching for new strategies to cope with this pandemic to ensure that students do not miss out on their studies, schools and colleges moved classes online, forcing students to attend lectures via their gadgets. However, this has also sparked a debate on whether the increased amount of screen time helps students learn or if it impedes their progress. Some of the problems students face in online learning are

- Students from rural and semi-urban areas face issues in internet connectivity. There is a huge digital divide in the country in terms of bandwidth and reliable connectivity.
- Many students, especially those attending government schools do not have access to online facilities and poor children will become undernourished who depend on mid-day meals served at school.
- Online courses cannot offer labs or components needed for practical courses which is regarded as best way of learning.
- Students with disability struggle with online courses, resources for students with visual impairment, speech and hearing impairment are not available which pose a big hurdle to them.
- Exposing to screens for long periods of time can be harmful. Students are bound to complain about extreme pain on their backs, shoulders, and neck muscles, reduction in eye power, weakening of eye muscles and dry eyes because of straining for long periods of time. Prolonged use of earphones can result in noise-induced deafness.

4.4 Some of The Challenges of Online Education

Online learning is attracting more and more students for a better learning experience. Although the concept existed even before the pandemic, the phenomena have reached a new level during these trying times. Online education is continuing to prove as an effective way of learning. But if not implemented efficiently, it can come with its own set of challenges.

4.4.1 Adaptability

Students used to traditional classroom teaching find it hard to cope with the sudden shift to online education. Focusing on studies on an online platform has become one of the issues for students. It is majorly due to lack of interaction with instructors and abundance of pre-recorded lectures which can be boring sometimes.

4.4.2 Time Management

Now, since the students have the freedom to study at any time, it has also become hard for them to manage their time effectively. Students may find it hard to allocate proper time to each subject and give full attention to it. Reasons can be a distraction and an urge to multi-task while listening to pre-recorded lectures.

4.4.3 Self-Motivation

The responsibility of learning lies solely in dedication. Lack of interaction with the instructor and fellow batchmates can be demotivating at times. After all, we are social animals. We need to interact to exercise healthy learning.

4.4.4 Communication

While online learning platforms provide chats and text messages to communicate, waiting hours for an instructor's reply can be discouraging.

4.4.5 Feedback

Not every online learning platform takes regular assessments. Each student needs feedback on their performance and how far they have come in their learning journey. It helps them work upon themselves and bridge the existing gaps. To conquer these challenges, online platforms should work continuously to cater to the student's learning needs.

4.4.6 Interactive Live Sessions

So that students can interact with the instructor in real-time. Interacting with the instructor will help the students to be present at the moment and learn effectively. Regular Live sessions also encourage the student to manage their time effectively.

4.4.7 In-Class Doubt Clearing Sessions

Motivate the student to come forward and clear their doubts on the spot. Efficient communication helps in maintaining the interest of the student in the subject.

4.4.8 Discussion Forums

Where you can interact with your batchmates and encourage each other to be the best version of yourself.

4.4.9 Assessments

So, check the progress of the learner along with analytics to measure the strengths and weaknesses. It facilitates the students with appropriate data to learn and work on themselves accordingly

4.5 Teacher Perceptions on Drawbacks of Being An Online Teacher

- First, it is impossible to gauge responses (facial expression) from the students unless you correctly write your assessment questions, and you can monitor application or understanding
- So often you have to solicit feedback from students. They may only give you feedback when the training is bad, or they missed something - you might not know when you have done well (as easily)
- Sometimes silence is not a good thing.
- The metrics are only as good as the metrics setup for reporting unless using Google Analytics
- Sometimes, unless creating corporately funded training through a large corporation, you have to market the content - which costs money
- Sometimes, without even knowing, they could be language or cultural differences to contend with
- If you have the materials translated, you need to make sure you have a great translator or things could be lost or meaning misunderstood.
- You cannot control the system performance of the machine of the learner. Do they have a slower ISP? Are they in the middle of nowhere with slow internet service?
- You cannot control the browser for which they will be viewing your training.

4.6 The Major Problems We As Students Face Are

- Evaluating the course's validity and relevance-most students have no idea whether or not the course they're taking is worthwhile.
- Recognize their present level of knowledge- This is a major issue for

today's students.

- Using engaging material-No one enjoys reading boring stuff. Especially if you're spending hours in front of a screen.
- E-Learning course QA testing- The lack of QA testing of online courses before they are sent out to students has created a great deal of scepticism among students.
- The absence of continual development in courses- When a student gives constructive feedback to a particular course, the developer must take it on board and address it as soon as possible. However, after the information is delivered, it is often left unattended for years before being revisited.

4.7 Data Analysis and Interpretation

Age group	Respondents	Percentage
18-28	40	50
29-39	20	25
40-60	10	12.5
Above 60	10	12.5
total	80	100

Above table and below chart show that out of 80 respondents, 40 respondents (50 percent) belong to 18 – 28 age groups. 20 respondents (25 percent) are come under 29-39 age group, 10 respondents (12.5 percent) and 10 respondents (12.5 percent) belong to above 60 age group respectively.

Major Issues	Respondents	Percentage
Online courses cannot offer labs or components needed for practical courses which is regarded as best way of learning	25	31.25
Students from rural and semi-urban areas face issues in internet connectivity. There is a huge digital divide in the country in terms of bandwidth and reliable connectivity	20	25
Students with disability struggle with online courses, resources for students with visual impairment, speech and hearing impairment are not available which pose a big hurdle to them.	15	18.75
Many students, especially those attending government schools do not have access to online facilities and poor children will become undernourished who depend on mid-day meals served at school	20	25
Total	80	100

Above table depicts, out of 80 respondents, 25 respondents (31.25 percent) opined major issue regarding online class i.e., online courses cannot offer labs or components needed for practical courses for their best learning. Out of 80 respondents,20 (25 percent) of the respondents have expressed issues relates to internet connectivity and 25 percent of the respondents have said ,government schools students do not have access to online facilities. Finally, 15 respondents (18.75 percent) opined students with disability struggle with online courses.

5. CONCLUSION

This Research study concluded that, The Covid-19 pandemic has disrupted the education sector globally. Classes have been suspended to enforce social distancing and educational institutions, from schools to universities, have shifted to online methods of teaching and evaluation. As the number of cases continues to rise, there is no certainty about when normalcy will be restored. This may increases of mental stress due to uncertainty over the studies and completion of mentioned syllabus along with the understanding of issues.

FINDINGS OF THE STUDY

- Out of 80 respondents, 40 respondents (50 percent) belong to 18 – 28 age groups. 20 respondents (25 percent) are come under 29-39 age group, 10 respondents (12.5 percent) and 10 respondents (12.5 percent) belongs to above 60 age group respectively.
- Out of 80 respondents, 25 respondents (31.25 percent) opined major issue regarding online class i.e., online courses cannot offer labs or components needed for practical courses for their best learning. Out of 80 respondents,20 (25 percent) of the respondents have expressed issues relates to internet connectivity and 25 percent of the respondents have said ,government schools students do not have access to online facilities. Finally, 15 respondents (18.75 percent) opined students with disability struggle with online courses.

SUGGESTION OF THE STUDY

- When classes are in-person, teachers wrote on boards, but the white-boards available with tele-conferencing apps like Zoom are awkward and difficult to use. Teachers need either a graphics drawing tablet that will display through the teleconferencing apps, or they need document cameras.
- Prefer document cameras because the use is intuitive. Just write on a pad under the document camera. But the lack has led to improvising such as writing on a pad and holding it up while peeping around at the webcam, or taking photos of the pad with cell phones and uploading the photo.
- The switch to distance learning prompted by the pandemic was too sudden for teachers to received adequate training. As a result, they have tried to replicate their in-class instruction on teleconferencing apps with varying degrees of success.
- But synchronous distance learning has problems with getting the class all online at the same time. Often guardians work during the day, and are available to supervise and help their children in the evenings. Asynchronous techniques are different, but then the students can access the lessons whenever they can.
- Students need to be self-motivated and self-regulated so they can learn independently in front of a computer. the skills necessary for online learning only develops with time
- Teacher need to be skilled in facilitating group learning on live online classes (like Zoom calls). depending on the age of the students and the experience of the teacher, online learning cannot replace the effectiveness of in-classroom learning so on that part skills is needed for effective learning

Teachers are not able to provide personalized support to individual students, like in a classroom. some domains / subjects have personalized learning systems which embedded in the digital content but this requires each student to have a device and access to such sophisticated digital content which is typically not freely available as other types of digital content

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